

ORIENTATION PROGRAMME IN HISTORY FOR THE POST - GRADUATE TEACHERS OF RAILWAY BOARD SCHOOLS

VENUE

**REGIONAL COLLEGE OF EDUCATION
BHUBANESWAR**

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PROGRAMME DIRECTOR

Dr. M. A. Haque



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FOREWORD

(26th)

An orientation programme in the field of Content Enrichment in History Teaching for the P.G. Teachers working in the Railway Board Schools of the country was organised in this College from 6th May to 12th May 1993. 24 participants attended this course. The course was directed by Dr. M.A. Haque, Reader, Department of General Education of this College and was assisted by Dr. S.K. Acharya of the Department and senior faculty members from the Utkal University, Bhubaneswar.

The course contents covered the areas included by and large in the State Board Syllabus in History at the Higher Secondary stage alongwith the recent changes. In addition, the material discussed during the programme also highlighted some of the important topics from the CBSE syllabus.

The participants were exposed to not only content but certain pedagogical skills which would make teaching more effective in the class room. They also participated very effectively in bringing their needs to the floor and deriving maximum benefits in interaction with the faculty.

I appreciate the efforts of Dr. Haque and other colleagues in working through the course very effectively and bringing out this report which consists of useful instructional materials in the teaching of History.

It is hoped that this document will be useful to all concerned.

(Prof. K. C. Panda)
PRINCIPAL

PREFACE

The Orientation programme on Content enrichment in History for P.G. Teachers of Railway Schools was organised by the Department of General Education, Regional College of Education from 6th to 12th May, 1993 at Bhubaneswar. This programme was held on the request of the Railway Board of India. In this programme 24 teachers from different parts of the country participated. The programme was designed on the basis of the syllabus of the various Higher Secondary Boards of the States to which the Railway Schools are affiliated. The suggestions of the participating teachers supplied in advance were also taken into consideration while selecting the topics for discussion during the programme.

On a analysis of the opinions of the participants expressed in the 'Evaluation Proforma', it appears that they were fully satisfied with the lectures and discussions made during the programme. On the spot suggestions of the teachers, some time was also devoted for discussion on the teaching-learning techniques. But time did not permit to provide more lectures on methodology as the emphasis was more on content enrichment as per the suggestion of the Railway Board. A separate programme may be organised to cover the latest techniques of teaching history, if the Railway Board so desires. However, the teachers have been benefitted to a large extent by acquainting themselves with the latest trends and developments in the study of history. This view has been expressed by all the teachers in the 'Evaluation Proforma' which was collected from them on the last day of the programme.

This programme originated on the request of the Railway Board authorities made to the Director, NCERT, New Delhi. The Director and Joint Director, NCERT in consultation with the Principal, RCE, Bhubaneswar gave the responsibility to me to organise this programme. I am grateful to them for their confidence and faith bestowed upon me.

In order to make this programme successful, internal as well as external resource persons have assisted me full heartedly. I am thankful to all of them for their kind help. I appreciate the co-operation and help rendered by the Railway Board authorities the personnel of the Extension Department, General Education Department, Accounts Section, C&W Department and all other concerned with this programme. Last but not least, I acknowledge the co-operation and fellow-feeling of the participating teachers. I have also enriched my knowledge by sharing their experiences.

History - Its Meaning, Nature and Scope

Dr. M.A. Haque,
Reader in History

History is regarded as one of the most ancient branches of knowledge. Since long it has been occupying an important position among the subjects taught at different stages of school education. In recent years there has been a great deal of discussion on the purposes of this subject at school stage and the changes that need to be brought about in history courses. These discussions have influenced the lines on which the task of curriculum revision and development has been taken up in different parts of the country. It is generally agreed that the teaching of history should aim at the cultivation of a scientific, humanistic and forward-looking outlook so that the pupil's personality is free from irrational prejudices and chauvinism of all kinds. The need to change the focus of the history courses from the life and work of heroes and important personalities of the past to the evolution and growth of societies in all their aspects is also generally accepted.

Thus history has an important role to play in producing efficient democratic citizens. It acquaints the future citizens with the past happenings and prepares a background on the basis of which, they may build up their present and prepare for the future. With the emergence of Industrial civilisation, education has become broad-based, which would cater to both the material and cultural needs of man. The importance of the study of history in offering such an education can never be over-emphasised. Therefore, our primary duty at the moment is to rehabilitate the study of history in our schools. To discharge this duty we should try to ascertain the human needs which the study of history is expected to fulfil. This should lead to clear formulation of the aims and objectives of teaching history resulting in the improvement of the techniques of teaching. But it would

Meaning of the term History:

The word 'History' derives its origin from the Greek word 'historia' which means "information" or "learning by enquiry". In other words, it is "an enquiry designed to elicit truth".

Definition of History:

It is not so easy to define history. There is no universally accepted definition of history. Conflicting views have been expressed regarding the nature, significance and values of history. This reveals an important truth that history is not a mere chronicle of events, a rope of sand, but a wreath with the events strung on the thread of ideas. Hence, each interpretation of history mirrors many factors such as the approach of the historian, the dominating influences of the age in which he lives, the meaning he gives to facts and figures, the types of evidence he uses, the availability of new techniques, the influence of new branches of social sciences etc. The historian has to reconsider the nature of his subject and re-define the scale of his work periodically. He has to consider not only the individuals and societies but the forces behind these and present a three dimensional picture of the human past. Incidentally he throws light on human nature and reveals the continuity and unity of human life.

History - Its Meaning, Nature and Scope:

Thus history has been defined in various ways by different scholars. Let us have a glimpse at some of the most popular definitions of history.

"History is the record of what an age finds worthy of note in another". - BURCK HARDT.

"History is the Science of Men in Time" - BLOCH

"History is a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past". - H. J. MARSHALL

"Human history is in essence a history of ideas".

- WELLS

"History is the mighty tower of experience, which time has built amidst the endless fields of bygone ages".

- HENDRIK WILLEN

"History is a detailed account of the events that have taken place".

- JOHNSON

"History is the study of Man's struggle through the ages against nature and the elements; against wild beasts and the jungle and the last and most difficult of all, against some of his own kind who have tried to keep him down and to exploit him for their own benefit".

- PANDIT NEHRU

"There is only one history - The History of Man"

- TAGORE

Thus different scholars have defined history differently and have given conflicting views. These definitions draw one's attention to the complexity of the nature, meaning and scope of history. However, a simple working definition of history is "History is a significant record of events of the past; It is a meaningful story of mankind depicting the details of what happened to man and why it happened". In other words, history is everything that ever happened. So every event that has ever happened on the face of the earth, be it political, economic, social or cultural is the phenomenon under investigation in history.

Nature of History:

An analysis of the views of different scholars will reveal the true nature of history.

History deals with the human world. It is the study of man. History carries the burden of human progress as it is passed down from generation to generation. It is assumed that one could and should learn from the experiences of the prece

In its broadest sense history is a record of things, said and done. It is thus the most inclusive of all the social sciences. Of all forms of higher animal life man has alone been able to keep records of his activities from generation to generation. By using the experience of others he is able to project himself backward of time for thousands of years. History is usually limited, however, to the story of man and his recorded activities for approximately the past five thousand years.

The past can never be observed directly. Man has to rely upon those observations, clues or traces that are left behind. These become the raw materials for the historian to use. Generally, these materials are termed as sources on the basis of which history of a period is constructed.

Old Concept of History:

In olden days and upto medieval times, history was confined to the narratives of the achievements of kings and accounts of battles. History was generally written to eulogise royal personalities and the life of the common people was simply ignored. As such, at the beginning the subject matter for history was based on tradition. Then, history could hardly be distinguished from stories. But stories of personalities could not satisfy people for a long time. As time went on they got interested in factual narration of the life of historical personalities and such past events which had great significance in their present life. To satisfy these human needs Herodotus wrote the history of the Persian Wars. Herodotus included only those events in his book, about whose truth he was fully satisfied. He took great pains in distinguishing truth from untruth. Thus, history began to be conceived as a truthful narration of events of significant national importance. This is no doubt an advance over the earlier concept of history. Herodotus the Greek

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'The History of the Peloponnesian war' by Thucydides marked the next step in the march of history towards becoming a science. It was he who concerned himself in developing systematic knowledge in regard to past happenings. He was not satisfied by merely collecting authentic information about the war as had been done by Herodotus. But he tried to analyse their cause and effect relationships i.e. he tried to answer 'why' these events took place.

For a long time Thucydides' art of writing history set the standard for historians. By the 18th century, history was primarily regarded as the study of man in society. History became the study of society as a whole in all its aspects. Changes and growth of societies became the subjects of study by historians. In the 19th century attempts were made to evolve a comprehensive and systematic scheme which would explain the entire historical development of mankind. Society as a whole and the forces and factors leading to its development became the content of history. Thus, historical events were interpreted in a logical manner of cause and effect.

Modern Concept of History:

In the later part of 19th and early 20th century, when science became all-important, history began to be considered as the true science of society. The emphasis in history, therefore, has now been shifted from the achievement of kings to the achievements of mankind. Hence, historians have to tell the story of mankind from a new angle of vision, focussing their attention on the common man. Modern History is not only concerned with the political happenings in the life of a nation, but it is also concerned with the social, cultural, economic and religious aspects of its life. Since the Industrial Revolution the life of the people is being dominated more by economic considerations. Therefore, economic happenings have become more important in history than they had ever been.

Thus the scope of history has expanded both vertically and horizontally. By including every sphere of man's activity, history has become broadbased and attractive. Prof. Toynbee considered the concept of history as one of the approaches to the understanding of reality. Biological conception of history plays an important role for the beginners. This has been very well brought out by the declaration of Pandit Nehru, "I can not remove from the gallery of my mind the picture of persons and events which I hung there in my boy-hood and youth. And these pictures colour my outlook on history".

Different subjects incorporated in the syllabus more or less deal with man and enhance the thinking and reasoning capacity of the readers. Some subjects concerned with the life and living condition of man. But history touches the life of man directly and teaches him to feel himself not only a citizen of the country but also of the whole world. The concept of history does not confine to the study of the past, the chronicle of events or a phantom procession of kings, queens, battles and dates but tries to establish a positive link and unity which exists between the past and present, the world and the national histories. The modern concept of history is concerned with four dimensions-people, place, time and idea. It gives emphasis that the present day world is not made up of a number of separate and isolated independent sovereign states but a compact whole, 'Home of Man'.

Is History a Science or an Art?

There has been a good deal of discussion as to whether history is a science or an art. ~~Opinions~~ of the scholars are very much divided on this question.

A science may be defined as a body of systematic knowledge in regard to a particular phenomenon which concerns human beings. As the knowledge of past happenings in the life

science. History is a science, 'no less and no more', said Bury. If history means enquiry or search and science means 'an organised body of knowledge', then Burrys' description is a correct description of history.

The term History to-day is used for that fields of study which treats history as science. History aims at discovering facts of the past as they really were and then interprets them objectively. History, is, therefore, a science in the sense that it pursues its own techniques to establish and interpret facts. Like other natural sciences it uses many methods of enquiry such as observation, classification, formulation of hypothesis and analysing of evidence before interpreting and reconstructing the past.

Though the historian uses scientific methods one should remember that human affairs are very complex in nature. It is very difficult to analyse historic events. Experiments are not possible since history deals with events that have already happened and cannot be repeated. More over, human nature cannot be a subject of experimentation because of its flexibility. Thus in history it is found that the historian can neither formulate generalisation nor predict the future with certainty. A historian cannot arrive at general principles or laws or formulate a code of conduct which may enable him to predict with certainty the recurrence of similar events, under given onditions. A scientists, on the other hand, concentrates on the systematic grasp of typical events and is able to formulate certain general principles. 'This enables him to control the present and predict the future successfully.

However, this only means that the task of historical research is a difficult one. Lack of knowledge of a matter at a given time does not mean that all enquiry should be stopped. Like scientists, lack of sources or reliable information only means that the historian will know and admit his limitations.

knows to be true. He will not create information but try to un-cover what ever he can. It implies that historians must be cautious in utilising the sources. He must be aware of the pitfalls that an uncritical reliance on insufficient sources can lead to a dogmatic conclusions. But this applies as much to other scientists as to historians.

Therefore, one must realise that there is no rigid contrast between the methods of sciences and history, nor are they identical in their usage and application. The historian's task is not only to examine and assess evidence but to narrate the events in a creative manner. He must be an artist using the literary qualities of imagination and sympathy and re-create the past for our benefit. So, history has to be considered from two angles - that of a science and that of an art. As an inquiry after truth, It is a science, and as a narrative record of the past, It is an art. Some scholars went to the extent of saying that history is a part of literature. Thus history is scientific because of the techniques employed; and that it is an art since it presents a significant account of human actions and experiences.

Scope of History:

History has become one of the most important branch of social sciences. It has thus travelled a long way, from a story of rulers and their achievements to a scientific study of societies in their evolution. This new perspective of history is aimed at deepening man's knowledge of the processes of social change. Thus during the course of centuries, this subject has become the universal history of mankind. It now covers man's achievements in every field of life - social, economic, political, cultural, scientific, technological, religious, artistic etc. It extends from the local level to the regional, national and international.

knowledge of the present helps us in having a great control over our culture. It deepens our understanding of the potentialities and limitations of the present. History, in this sense, has become a futureoriented study related to contemporary problems.

Thus, history has expanded both vertically and horizontally. Its close connection with allied fields has given a three-dimensional effect to historical studies. By including every sphere of man's activity past, present and future history has become broad-based and attractive. Therefore, its scope is wide and all comprehensive. It starts with the study of the past, correlates it with the present and predicts the future of the human race. All the events like wars, revolutions, rise and fall of empires, deeds and misdeeds of empire-builders as well as the common people come under the purview of the historical studies. History is a comprehensive subject and the scope of historical writing has been extended to almost limit less extent.

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AIMS AND OBJECTIVES OF TEACHING HISTORY

by Dr. M.A.Haque,
Reader in History

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The aims of education in primitive times dealt with only the preservation of life. But with the growth and development of civilisation, the needs, demands and aspirations of the society became numerous. Accordingly the aims of education have become manifold. Likewise; aims and objectives in Indian schools have undergone radical change since independence. In the modern society life has become more and more complex. Therefore, modern educationists now insist that the secondary schools must meet the needs of all Indian youth. So the school of to-day, cannot emphasise college preparation as its main objectives unlike the schools of pre-independence era.

Function of Objectives

The function of objectives is to point the way, to indicate ideals and to present challenges. They serve as milestones and reassure the teachers and students that they are on the right path and are going in the right direction. Educational objectives consist of those purposes which society approves but which cannot be achieved in the family or by other social agencies.

An educational objective should fulfil the following conditions: (i) It must have the approval of the society. (ii) It must be capable of being achieved through instruction. (iii) It must propose tasks that are within the capacities of the students. (iv) It must be actually accepted and undertaken by the schools.

If the proposed objective fail to fulfil these four conditions, it cannot be regarded as an educational objective. Educational objectives that contradict the prevailing ideas and aspirations of society...

objectives are those social objectives that have been selected for attempted realisation through the schools. The schools must, sooner or later, reflect the beliefs, aspirations, and hopes of the society that maintains them.

Difference between Aims and objectives:

i) Aims are general and based on philosophy and long term goals, while objectives are specific, immediate and attainable goals based on reality.

ii) Aims may be common to more than one subject, whereas objectives are specific to one subject.

iii) Aims are general but objectives are precise and clearly defined.

Aim is a conscious purpose which is prefixed earlier. In history teaching development of patriotism in students may be considered as one of the aims. For achieving this aim certain virtues like honesty, integrity, sense of belongingness, tolerance should be inculcated in students. Here the development of patriotism is the aim and inculcation of virtues are the objectives.

Educational objectives and objectives of teaching History

It is expected that each school subject contribute for the achievement of general educational objectives. No single subject should assume the whole burden. Each subject assumes some share of the total objectives of school education. As a result there is much overlapping. For example, it is possible to achieve an understanding of citizenship through the study of history, civics, economics and geography. It is therefore, difficult to separate the objectives of teaching history from those of other school subjects. In most of the cases they are same. But the content of history is organised in a manner to arrive at certain specific objectives. So the curriculum in history is designed to enable the student to gain certain basic history is designed to enable the student to gain certain

attitudes that are needed for effective citizenship in a democratic society.

Aims and Objectives:

The necessity of inclusion of history into the school curriculum has been advocated on various grounds. It is recognised to-day that the history is no longer the account of kings and queens, battles and treaties or dates. Rather, it is the story of the evolution of man and his development in society. The story of man's progress from the early times to the present times is highly educative and fascinating. Because knowledge of the past is the guide to act in the present and to plan for the future. The knowledge of the past helps to explain the countless forms and forces of the social life in the present to mould the future. Without the knowledge of the past, much that we find around us would be meaningless.

Since independence secularism, democracy, socialism and peace have been adopted as guiding principles of national development. These principles have certain implications for the teaching of history. Unfortunately history has not yet been taught in broader perspective to achieve these national goals. By giving exaggerated emphasis on political history, wars and battles and uncritical and exaggerated emphasis attached to personalities, the study and understanding of the dynamics of social development have been neglected. Communal biases have stood as an obstacle to the appreciation of the phenomena of cultural synthesis. This means that we are illequipped to appreciate our national heritage. Regional and sectarian chauvinism also have influenced the teaching of history. References to the bravery of the soldiers of one's own region and glorification of local chieftains in defence of their local 'Independence' and 'freedom' prevent us from appreciating general trends of development.

necessary. These objectives should be understood in the context of the needs of a developing secular and socialistic democracy. Another important aspect to be kept in view is the question of national integration without which the whole concept of secular and socialistic society cannot be realised. Thus, the study of history can make definite contributions to developmental and moral qualities of pupils. These qualities, rightly developed, will constitute the basis of the best type of citizenship.

To give a clear direction and guidance to teachers, the following aims and objectives of the study of history may be mentioned.

Knowledge of historical facts:

The aims of the study of history is to gain certain definite knowledge of the past. This will enable the pupils to understand the present in a better way. History teaching should, therefore, help in deepening the pupil's knowledge of the character of the society he lives in. History develops in students an attitude for acquiring knowledge of different countries and their people. Their traditions, customs, culture and their contributions to the growth and development of civilization. This knowledge enlightened the students to look forward in the light of present situation. People living in the different countries of the world are more or less inter-related in respect of human relation and human understanding for living a better life. Reading of history will enable that students to appreciate the differences, similarities and inter-relationship which exists among different nations of the world and foster in them a sense of love, sympathy, understanding and good will for them. By showing parallels between the past and the present the history teaching can be made lively and interesting. The failures of the past become a warning to him in solving the contemporary problems. By giving clear conception of time, space and society to the students history serves as a connecting base in between the past and the present. Thus co-relation between

social and political weaknesses so that necessary conclusion may be drawn to eliminate them. Different events should be studied in such a manner as to develop an insight in the pupils to the causal relationships between the past and present. For example the Vedic civilisation should be studied carefully as many of the present practices of the Indian society have been influenced by that civilisation.

Concept Formation:

Perhaps the most productive functional use to which study of history can be put is to enlarge and refine the students' understanding of basic, social, economic, and political concepts. It is accepted that concept formation is a process and it is continuous through out one's life. The degree to which we understand a concept is dependent on the extent variety, and richness of our experience. For example, the concept of "nationalism". The student of world history has an excellent opportunity to enrich his understanding of Indian history by noting instances of nationalistic growth in various countries. The concept is also useful in understanding contemporary problems. While reading world history one can have the knowledge about great world moments like French revolution, American war of independence which gives rise to the socialistic tendency in pupils.

Solving contemporary problems:

From a pedagogical point of view history is most useful to the student intelligently locating, evaluating and applying historical knowledge to the solution of a contemporary problem of social, political or economic significance. For example "Casteism" - which is a major social problem of our country. History provides data regarding this problem and helps the students to analyse the problem in order to find out the solution.

To widen mental horizon

differing groups of humanity in various stage of development with their social institutions, customs, traditions etc., at different times enables the students to have a liberal outlook. This understanding also grows out of the study of history in spite of the differences between different groups and communities. There is an affinity between different social groups as they are often found to be striving the same ends and goals. Human civilisation at different periods indicates its zeal for thriving and prospering. For an example, ancient Babilonian civilisation, Mesopotamian civilisation and Indus Valley civilisation show how man struggled hard to build up a strong and prosperous nation. This knowledge about history of man makes the students realise that how there is unity of man for achieving a common goal. The realisation of this essential unity of man helps to foster the spirit of kindness and tolerance towards other regions, nations, and peoples. This is a sure bond of national and international sympathy and good will. It works as an antidote against unreasonable arrogant regionalism and nationalism which is an important cause of bitterness, conflict and war. The growth of narrow 'regionalism' in our country is due to the wrong interpretation and treatment of history. In international sphere, Hitler's Germany has amply proved this by the slogan "My country right or wrong". Therefore, history needs to be taught to develop the spirit of tolerance-tolerance with different faiths, different culture, different ideas and ideals. History taught in this manner broadens the outlook and intellect of the student.

To Impart Mental Training:

History aims at imparting special kind of mental training. Mental training is closely related to the development of memory, imagination, reasoning power, critical thinking and independent judgement. Development of these abilities will be extremely use-

Develops study habit:

One of the most important objectives that must be set up in the history is the development of self study habit. A method of study will remain long after most of the factual knowledge is forgotten. The habit of independent study cannot be developed by simply asking the students to study. The development of correct study habits of the students must be considered by the teacher in the same manner as any other outcome of teaching. A technique of study must be built up by the students under the direction of the teacher. In other words, adequate time, thought and energy must be expended by the teacher. If this objective is accomplished no matter how much or how little knowledge or information has been obtained from the course, a great deal has been achieved for the pupil. The intellectual life of the pupil is indicated because he acquires the ability to proceed independently in his studies, and this removes him from constant dependence on the teacher. The training, however, is not an end in itself. Most of the value lies in the use made of it after school days are over. The objective of independent study involves in the desire and choice of good reading and other experiences throughout life.

Moral training:

History imparts moral training to the pupils. The life and work of great historical personalities, saints, social reformers have got tremendous impact on pupils and instill in them the virtue of humanity and valuable humanitarian qualities such as honesty, integrity, truthfulness, justice, courage etc.

Training in citizenship

The study of history gives the student such knowledge of the administration of his country in general that he becomes a good and efficient citizen. While teaching the administrative system prevailing in ancient and

the understanding that democratic system is the best form of Government, such a student will have firm faith in democratic system of principles.

To develop some useful skills: The following skills can be developed through the teaching of history.

i) The skill of using, interpreting and preparing aids as maps, charts, models, time lines etc.

ii) The skill of locating places of historical events in maps.

iii) The skill to collect in scrap books pictures and information relevant to history in leisure time.

iv) The skill to construct history out of certain given sources of history.

Because of the special needs and demands of Indian society, history study may also develop in students the sense of national integration, to rise above narrow provincialism, communalism and linguistic prejudices; the sense of patriotism by taking pride in the cultural heritage of the country and by sacrificing self interest for the great interest of the country; inculcation of international outlook.

Thus the content of history should be imparted to the students keeping in view the definite areas and objectives. This makes the teaching learning process in history more meaningful and purposive. If history will be handled in the proper way in the class-room, the teaching of history will become interesting and lively. Therefore, the teacher is expected to deduce lesson-wise aims for teaching in order to make the lesson successful. History, if taught properly, can provide the right perspective for a better appreciation of the ideas, principles, values, judgements and all other facts of our fascinating past.

METHODS OF TEACHING HISTORY

Dr. M.A.Haque
Reader in History

Meaning of Method:

In education the word 'method' is used to indicate a series of teacher directed activities that result in learning by the students. Method may be regarded as a process or procedure whose successful completion results in learning. In other words, it is the means through which teaching becomes effective. It is a process of establishing relationship between the teacher and the taught and students with the subject matter.

Since method is a process, it is composed of several steps. Many of the steps or elements used in a particular method are also used in other methods. The combination of these elements into an effective process is the responsibility of the teacher. He alone can synthesize the disjointed elements into a functioning whole. Method is, therefore, one of the most fundamental aspects of education, and the central problem of teaching. Successful teaching involves the use of sound methods. Many persons who are excellent scholars have only little knowledge of how to teach effectively. The method of teaching is an art. The good teacher must have adequate knowledge of that art. He must know not only the subject matter but also the problems of the learner. Method is necessary for facilitating learning. So a good teacher must have the ability of facilitating that learning.

One must admit that the teacher may go through all the steps of teaching and yet fail to effect the desired learning on the part of the students. From logical stand point, the teaching must be regarded as an act or process which may be successful or unsuccessful or partially successful. Of course the degree of success is measured, by the quality and amount of learning.

Elements of Method:

Teaching assumes the existence of certain materials, ideas, skills and attitudes which the student is to assimilate. Thus the word 'teaching' is used to indicate intentional, deliberate and purposive guidance in the learning process. There are seven basic ways of communication for bringing about effective changes in the student. (1) Talking, (2) Picturing, (3) Demonstrating, (4) Gesturing, (5) Writing, (6) Reading, and (7) Guiding. These seven elements of method include all the basic aspects of the teaching process.

Characteristics of good Methods:

For achieving the specified objectives a successful method must possess the following characteristics.

- i) It should be accurate and appropriate.
- ii) It must be artistic. The teacher should have a proper sense of relevant and irrelevant facts and must seek to interpret and synthesize true facts in an artistic manner.
- iii) It must be personal. It should thus evolve out of the teacher's experience and experimentation in actual class room situation.
- iv) It should rouse a wide range of interests in the minds of the students. It must also relate itself to the experience of the students to create interest.
- v) It should inculcate among the students desirable values and proper attitudes.
- vi) It should have ample scope for pupil activity and participation.
- vii) It should stimulate the desire for further study and exploration.

Need of proper Method:

The teaching of history in the proper perspective is of deep significance in the building of a nation. In particular, the history teaching is of considerable relevance to develop in

Another method which is generally followed by history teachers is dictation of notes. They are considered to be the most popular history teachers those who dictate notes. As a method of teaching, noting can be worse than dictation of notes. It presupposes that the students do not get the opportunity to develop skills of reading and comprehension, even in the mother tongue. As well as the students do not develop the capacity for independent judgement, critical thinking and development of understanding and insight into the subject matter studied. As a result of which the students also do not develop the understanding of distinguishing relevant and irrelevant facts for answering the questions. In this traditional system of teaching emphasis is given not on the development of understanding and insight into the subject matter studied but to encourage the students to cram the notes dictated. There can be no word strong enough to condemn the note dictation practice of teaching history. Teachers who dictate notes serve as guide books to the students.

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SOURCES OF ANCIENT INDIAN HISTORY

Synopsis of the Lecture
delivered by
Prof. (Dr.) K.S. Behera
dtd. 7.5.93.

Throwing light on the "Sources of Ancient Indian History, which was highly informative too, Dr. Behera commented that teaching should always be source oriented. But the sources should not always be taken as granted and hence that should be critically and carefully examined. Mythology of history has a critical approach. One should have to judge the reliability of the sources available.

Since history was very comprehensive the sources of the ancient Indian History is very limited. Substance of historical literature are not sufficient enough to cover the vast field of requirement.

History has the elements of time undoubtedly historical texts were there, but some how they were destroyed by natural calamity or by the foreign invasions, consequently the informations available are not in chronological manner.

Historical sources are there, on the basis of which ancient history of India can be framed, specially on the basis of texts. Rajtarangani of Kalhan is one of the best example. Kalhan as historian was quite advance in the sense that a historian should always be impartial. Bansawali of Nepal is a valuable source of History. Madala Panji gives vivid description of Lord Jagannath temple along with the traditional history of Orissa, Nepal and Assam. However, it is a semi historical text to be taken as literary sources.

There are historical biographies too, much as - Harshacharita of Banvatta giving a pen picture of the age. Some technical texts are also there such as Bhuban Pradip, Bharatmuni etc. giving information on the life, society and culture of the time. Mahabharat, Ramayan, Puranas are also very resourceful so far history of ancient India is concerned.

source of history though not available in its original form. Indica of Megasthenese has also been translated into English by Maccrindle. Foreign accounts also refer to Saniro Kottusin whose court Megasthenese visited. William Jones, founder of Asiatic society has also spoken in favour of Saniro Kottus, offering useful informations of that age.

Arthashastra of Kautilya is also a text on history, not a text of Economics, as is the name. Regarding historical texts it must be considered as to who, when, why and under what circumstances wrote the said document and how far they can be relied upon. Of course, Arthashastra, is a valuable source book throwing light on various aspects of life of the Mauryan empire. He stayed in Patliputra, observed and then enlisted his observations and experiences in his writings. It should be clearly pointed out that the texts available are also controversial and so be critically examined and only then can be taken as authentic at large. Mostly the texts of the foreign travellers are of the same nature due to various factors and their limitations; as such it is very hard to correlate the facts available from 2500 B.C. to 600 B.C.

Archaeological evidence also serve as the sources of history. These sources are flexible in nature throwing light on particular aspects of life, society, religion and culture. Linguistic similarity, for example visible in Rig Vedas and Zend Avesta, also serve to trace out the historical facts but based on imagination, having similarities here and there.

Descriptions and Epigraphy are very reliable and authentic as sources of history and hence so valuable.

Coins are also the sources of history pointing out the culture, religion and above all the financial condition of the country, man and the then existing society. Clay tablets and wall painting too are highly reliable sources and help a lot in this regard.

exploration are also very helpful in framing out the ancient history very authentic in nature.

Dr. Behera concluded by informing us, saying "Sisupalgarh" was old capital of Orissa.

The dual function of history is to enable man to understand the society of the past and to increase his mastery over the society of the present can only be achieved through proper sources of historical aspects, that can be had from authentic books and much books are to be tasted, swallowed and to be chewed and digested in the better interests of the nation.

...

TEACHING OF ANCIENT INDIAN HISTORY

Synopsis of the Lecture
delivered by
Prof. (Dr.) K.S. Behera
dtd. 8.5.93

Our glorious past and the revolutionary present will be that of great help in building our brilliant future. As such, so far teaching of ancient Indian history is concerned, our professional aim should be to improve and raise the teaching standard of the subject. So far history is concerned the students take little interest in the subject, since it is a catalogue of days, years and different dynasties. They do not take interest in the past since they are interested very much in their existing surroundings.

What is interest? It can be created. It is not correct to say that they have no interest in the past. It can be created by adopting several means and it fully depends on the art of teaching by presenting the facts logically, based on evidence, offering comparative examples to them, arousing their feelings towards the country.

Another aspect is curiosity. As long there is curiosity in them, it must be rather satisfied. Unless it is satisfied, it is very hard to make them interested in the subject. History is everywhere. It is to make them realise. Celebrating functions by organising various cultural activities; we can make them curious enough, since all these activities contain some aspects of history. By giving them opportunities to visit and see places for themselves, it too can be created. They will raise questions so we find that all these evolve history. They read in papers, they have glances over Television and this indirectly they read history, since they are related with history somehow or the other.

History has its merits and demerits. If it is presented, being biased, it may become a dangerous discipline. Hence history depend on the perception of the individual who is acquainting with

satisfying their curiosity, increasing their capability in the emergence of the past.

If the subject is not properly taught, it may go dangerous. Our nation, our race, our culture and religion is superior to all - is a dangerous feeling. It may do harm than good. Such type of teaching is useless. The evidence prove a man guilty or innocent in the court of law. Similary historical facts should be judged on the basis of evidence, that is it must posses the quality of a judge-objective.

Writing of history is all the more difficult since one may be bioused. History is not Science. In science, we can do experiments and then come to a conclusion. But in history, interpretation plays a vital role based on evidence.

American civil war can be taken as an example. It was a section wise conflict. Who was responsible for it? Someone may say North where as other may blame south and some one will blame the both. Someone may held slavery responsible for the American civil war. But since it was inavitable it happened. Thus going through the evidence away from favourism, the conclusion is to be drawn.

There are many similarities in Indian history too. We have repeated sources on common issue. We say 'probably', 'perhaps' under these circumstances. Some one say "Kalinga War" and some one say "Dhauili War" and from which angle it was attacked, is unknown to us. Many were killed, several injured and several were missing. How to estimate them? Figures given by different sources differ. A historian must go deep without being bioused.

Then is history a Fable? The answer is in negative. It is not a fable. There must be authentic evidence. Reading of history, if done properly, it has many advantages, but in want of that it becomes dnagerous. In Pakistan teaching of history was abandoned, it is taught as social studies there. They do not focus history as Independent subject. The consideration was political since there was no Pakistan before 1947. According to stand point of India and

politicians say like that. Our discipline is distorted by common men, media and press etc. To come to a real and authentic conclusion on historical events utilisation of local history is to be maximised. Only by knowing the cultural heritage, we can appreciate and respect our historical treasure and heritage.

Indian history has broader prospective. While framing syllabus of the subject, all India presentation should be kept in view. Regional history should also be given place and equal importance.

While teaching Indian history, past should be taken into consideration, considering the present, future should be indicated. History, as far as possible, must be above biasness.

'Nobody can change the past, not even God' but historian may historians can project a different image of the past events and development through inter reinterpretations. Thus the dual function of history is to enable man to understand the society of the past and to increase his mastery over the society of the present and prepare oneself for the future.

WRITING OF ANCIENT INDIAN HISTORY

Synopsis of the Lectures
delivered by
Prof. (Dr.) K.S. Behera
Dt. 10.5.93

The writers of Europe, specially the British writers took the lead in writing of early Indian History. Such idea came to them due to the conquest of different parts in India.

India having diversity, the condition of Europe was not similar to that of India. Their main idea was that India was like Europe of the middle age. They thought about their middle age. They simply wanted to know about the owner of the land since Warren Hastings has made such expression. They were in dilemma whether to continue or change the system.

In the year 1784, William Jones founded the Asiatic Society. He knew Persian and Sanskrit also. With a band of scholars, he wanted to know more and more about India, society, people of the land, Indian rules, literature, philosophy etc. Sanskrit poetry and other evidences were translated since they desired to know more about India. They formed very high opinion of Indian civilization going through the Indian texts.

James Mill wanted to write on Indian History. In 1812 he wrote a book "History of British India". It took twelve years to complete it. It consists of six volumes. He also discussed about the early history, particularly ancient history. To James Mill, there was no respect for Indian civilization. His impression was that Indians are liars, snake charmers, magicians and so on. He got these informations through the missionaries. He also believed that Indians have no respect for tradition. According to him the people of Europe in Middle ages were better than India and hence so respect for Indians and Indian traditions. What he studied, he studied from stand point of London.

and have no Maritime traditions. Elphinston was little more sympathetic than his earlier writer James Mill, but with prejudice

Another writer was professor of Indian languages of Bonn University, named - Christian Lassen. He knew Sanskrit also. ~~He~~ Between 1847-1861, four volumes in German, known as "Indische Alter Thums Kuambe", They give the political history of India from early time covering vijaynagar empire, Economic history, religion etc. The first volume is that of Indian Geography (Time and space) why Patliputra was the capital? because of its geographical position situated on the bank of river Ganges. He wanted to treat India in perspective of world history. He wrote about the cultural relation with its counter part and western world. He tried to treat Indian History in frame work of European History and also touched over trade and commerce. But his volumes and chronology given there in one now out dated. He was very much influenced by Magellian philosophy. Thus we find many short falls in Lessers history. He gave no importance to Indian legends, some were discarded in want of evidence.

Vinson Smith wrote 'Oxford History of India' and 'Art of India'. In 1904 he wrote "Early history of India". Smith, a foreigner came to India, worked as civil servant was an administrator and retired in the year 1900. He says that history of India does not begin from Battle of Plassey. Smith wanted to understand the present pragmatic ancient Indian history. In 1908 the 2nd and in 1914 3rd edition of the book appeared. It is a political dynastic history. But today the concept of history has changed to cultural, social and economic history. Mr. V. Smith is in a better position and wrote on the basis of evidence. His dates and chronology are accepted. He found that the "Oriental Desposition" was the only form of Government in India - no progress always ruled by the despots (kings). To him Harsha was the last empire builder and he was the last Hindu King which is not true. He said that Indians are better.

Gupta Maurya, Samundra Gupta (Indian Napoleon, and being so he has called it as Elizabethan or Stuart age. His outlook was British outlook. According to him Alexander invaded from Himalaya to sea. Perhaps his aim was to show European might and inherent weakness of Asiatic army. He emphasised that west was superior to East. He has distorted history by giving false impression of India. A mission wrote "History of Orissa" saying Orissa as a garden of superstitions and idolatry. Thus colonial approach has been reflected in their writings. Another writer Al Basham of London, in his book "The wonder that was India" - has appreciated Indian culture. He has given systematic history of India from Indus vally civilization to the end of Hindu period.

The first comprehensive book "History and Culture of India people" - was written by K.M.Munsi in Five volumes - Vol.I - Vedic age Vol.II - Imperial Unity, Vol.III- Classical Vol.IV - age of Kanauj, Vol.(v) - Struggle for empire. It has been edited by R.C.Mazumdar. It has much differences with Oxford History of India.

After Independence the outlook totally changed. In the first volume 'The Vedic age we find traditional history. R.C.Mazumdar, a sound historian has discussed about the homeland of Aryans. Whether they came from outside? R.C.Mazumdar has opined that the Aryans came from outside. But keeping the truth and sentiments of the people, he has supposed, that they were not outsiders, but India was their homeland. V. Smith has attached too much importance to Alexander but R.K.Mukherjee has said that Alexander was not better than Nadirshah, of no political significance.

R.C.Bhandarkar in his book - "A peep into Early history of India" - says that historians should be like a judge - to reveal the truth, should be the aim of history.

"Political History of ancient India" has been written by S.C.Roychowdhury on reliable sources. He has written that Ashoka

Some Indian historians have nationalistic biasness. K.P. Jaiswal who was a lawyer, has written that India knew democracy. There were existence of Assembly, Chief Whip (Ganapurak) Legislature (Sansthaagar) R.K.Mukherjee challenging early European writers says that India was a great maritime nation, having good sailors. By saying that Ashoka wanted to establish a welfare state, he tried to justify the concept of welfare state. Nationalistic approach should not be condemned but it must depend on evidence, since history is the achievement of people. Kausambi has said that the life of the people (how people lived), new technic in various field, Marxist approach, Economic condition etc., are all equally important.

BUDHISM

Synopsis of the Lecture
delivered by

Prof.(Dr.) K.S. Behera
dtd. 11.5.93

The topic of discussion was - "Buddhism" by Prof. Dr. K.S. Behera. But after his arrival in the class room, certain questions were asked by the teachers as referred below on various aspects concerning Ancient India.

Sri Nanda Kishore asked about the arms and weapons used in the war of Mahabharata. There is no trace of those arms and weapons used today ? What would be the possible reason. Are they to be taken as myth or truth. Learned Professor Dr. Behera giving vivid examples tried his best to satisfy the query.

In the course of discussion, as a query questions were also asked by Sri K.P.Chowdhury regarding the authenticity of Kurukshetra, tunnel dug by Pandavas at Lakshagriha. It was also asked if that can be taken as a truth. Sri Chowdhury also asked regarding the Shiv Temple built by Rama at Rameshwaram by adding if not to be taken as historical truth? On the authenticity of Mathura to questions were asked. Dr. Behera satisfied the queries to a large extent quoting P.G.W. and Scientific diggings. In course of discussions the name of Sri S.R.Rao and his archaeological digging and excavation done in this regard by Wheeler was too scientifically discussed. Udaigiri and Khandgiri and Kharvela digging in 1820 discovering various materials were explained in detail. Ayodhya Babri Masjid was also referred.

Some questions were also asked about the legendary stories related to Jagannath temple by Sri T.Natarajan and it was very nicely explained. Regarding sculpture in stone it was also examined as to what would be the possible reasons of that Tantrik

Budhism: Dr. Behera also throw some light on the controversial point of birth place and date of Lord Budha. He quoted that Sinhalese tradition believe 624 B.C. as birth day and 544 B.C. as his Nirvana. In canton a dotted record has been maintained by the chinese. When the dots are counted it was 489 in numbers. So to them his birth date was 566 B.C. and Nirvana 486 B.C. The controvers regarding the place of birth was also discussed by Dr. Behera quoting evidence. Basti a place in U.P. was also excavated by Sri K.M.Srivastawa as one view in that Kapileswar in Basti, U.P. was his birth place. N.K.Saha also wanted to probe into the matter, but unfortunately died, though he found some remains.

FRENCH REVOLUTION OF 1789

Synopsis of the lecture
submitted by Dr. J. Pattnaik

Introduction:

The French Revolution of 1789 is an epoch making event in the history of the world. Its impact was felt deeply throughout Europe as well as in the world. Its gradual influence spread more and more to all parts of the world as the time passed on. It preached the high ideals like liberty, equality and fraternity which became the basis of the democratic governments of later years in the world. It was the French Revolution which upheld the sovereign rights of people for the first time in the world. So the French Revolution of 1789 is a landmark in the history of mankind. The high ideals of liberty, equality and fraternity of the French Revolution became the guiding force of the revolution of later years or period.

Causes:

The French Revolution of 1789 did not occur suddenly. It took a long time to occur. There were certainly some conditions favourable for a revolution which were present in France. But even then the revolution might not have taken place if King Louis XVI had not dissolved the State General and denied the rights of the members of this parliament. However, causes of the French Revolution were mainly political, social and economic. Besides, the presence of intellectuals and middle class people lawyers, bankers, traders, philosophers etc. constituting the Bourgeoisie class paved the way for the revolution. The most dominant among the intellectuals of France and that time were Montesquieu, Voltaire and Rousseau. The people of France were deeply influenced by the writings of these three great philosophers. They became gradually conscious of their rights and privileges from their writings in which they focussed the corruptions of the

in the social system, exploitation of the peasant and the working people by the upper classes, extravagance of the royal family particularly of the Queen of Louis XVI etc. all these things greatly influenced the French people. The government of King Louis XVI was despotic. The king was all in all. He believed that the king had divine right to rule the state. He was not answerable to anybody or to the Parliament but to God alone. As a result of this despotism there were corruption, nepotism among the people of upper class. There was actually no rule of Law in the country. In this situation general people were the worst sufferers.

Besides political affairs the social conditions of France were not at all healthy. There was distinct inequality in the French social system. The clergy and the nobility were the most privileged classes. While the rest of the people of the French society were deprived of all sorts rights and privileges. But it was this class of people who had to bear the burden of the states. They had to pay all kinds of taxes to the state. But the clergy and the nobility were exempted from paying any tax.

Another important cause of the French Revolution economic distress. The economic conditions of France at that time was worse than before due to corruption, extravagance and immunities. In addition to these there was scarcity of food due to the fall in production. The oppression of the land lords upon the peasants failure of crops led to this food scarcity. The prices of food stuff rose so high that it went beyond the purchasing power of the peasants and the general people of the country. So this hunger and discontent of the general people or the people of lower estate ultimately had to the outbreak of the revolution in France in July 14, 1789.

Events: The important events of the revolution were Tennis Court Oath, constitution of National Assembly by the people,

by the mob etc. The fall of Bastille produced far reaching effects on the country. Besides a reign of terror was created in the country by the power unorganising repressive revolutionaries like the jacobins and the girondists. A committee of Public Safety was formed. And their committee was responsible for the execution of the king and the Queen and many other people of France. The reign of terror and anarchy in the country continued for about two years (1793-1795). All these were stopped after the rise of Napoleon Bonaparte.

Impacts of the revolution:

The French Revolution of 1789 had significant impacts on the political, social and intellectual spheres of the world.

The ideals of liberty equality and fraternity began to spread to other countries and widened the socio-political outlook of the people of the world. It brought about a significant change in the government of France the influence of which was felt in other countries of Europe. The revolution established Republic in France. And this spirit spread in other parts of the world.

THE AMERICAN WAR OF INDEPENDENCE(1776-1783)

Synopsis of the lecture
submitted by Dr. J.Pattanaik.

Introduction:

The American war of Independence is equally an epoch making event of international significance. It occurred at a time when democracy was a distant echo. Autocracy was the go of the day; common people were denied all political rights and privileges in Europe and other countries of the world. Colonialism reached its high watermark. When such was the political situations in Europe and elsewhere in the world, American war of independence marked a unique victory of the people of American colonies over England leading towards the establishment of a Republic with a democratic form of government for the first time in the world. The spectacular success of the Americans, later on had deep impact on the people of France who brought about the famous French Revolution in 1789 thirteen years after the American Revolution in 1776.

Causes:

Every event has some causes. The American war was no exception to it behind in day some causes. The colonists of England had been aggrieved against the British Government for its economic, mercantile and political policies towards the English colonies. The colonists considered these policies as anti-colonialist. The situation became very serious when the British Govt. imposed Stamp Act, taxes on tea, glass and paper etc. As a result, some people in the Boston port destroyed the tea chests loaded in the ships and threw them in the water of the sea. This was beginning of the American revolution. The British Government despatched army against the people of the colonies. The colonists also were ready to fight against the British army. The leaders

Independence in 1776. The war was fought for about seven years and the colonists achieved their long cherished dream of independence thereby a new independent sovereign state of the United States of America came into existence in the map of the world.

Causes of the British failure:

1. Rise of American nationalism among the colonists
2. The colonists fought in their own land.
3. Long distance from England.
4. Help from France and Spain.
5. The colonists fought for their own existence - It was a question their life and death.

Impacts:

The American Revolution had left deep impact on the political system. It struck a fatal blow at the roof of colonialism. The people struggling against autocracy and despotism in Europe or elsewhere found great inspiration to fight against despotism from this American revolution in later years. The French Revolution of 1789 followed the suit declaring France a republic. The idea of democratic form of government as a political system began to gain ground as a result of the American revolution. The idea of popular sovereignty got its practical materialisation in the American revolution.

INDIAN NATIONAL GOVERNMENT FROM 1919-1947

Roll of Gandhi in the Movement. He was supporter of the British in the beginning. Kaiser-Hind/-Medal was conferred to M.K.Gandhi.

Three incidents made Gandhi to change his attitude towards the British.

1. Row Lath Act: Justice Rowlat suggested that one can be imprisoned without trial.

2. Jalianwala Bagh Riot 1919 A.D.:

Gen. Odyer massacre in Punjab. The Gen. was rewarded with prizes.

3. Kilafat Movement: Turkey joined towards the German side. After the world War I. Paris Conference. Turkey was subjected to suffering and Khalifat authority was reduced.

4. Non-operation 1921 - 22 and civil disobedience.

5. Prior to Gandhi arrival, the National Movement it was dominated rich and aristocratic people.

But Gandhi lead the movement and made a mass movement..

Common people were included and poor peasants took part in the movement - special characteristic feature of M.K.Gandhi.
Gandhi was a self politician

He did what he preached - Nationalism at the root of the common folk. He said "End justifies in the means"

Satyagraha - angerness for truth - ends were non cooperation and non violence movement.

Swadeshi Movement - boycott of foreign goods.

Giving an economic blockade in India by boy coting the foreign goods.

Charaka Movement was introduced by Mahatma Gandhi - National Schools were started - Tilak University - Oriental education was stressed - in place of English education.

Own village Panchayat Courts were established.

Civil disobedience Movement-

Salt Satyagraha at Dandi- and began to prepare salt-
to resist the salt tax . which was increased - "on
essential commodity"

Sabarmati Ashram to Dandi - 200 miles Gandhiji walked. People,
Sarojini Devi, many people from all partsoof India participated.

Inkludi - Balaswar district of Orissa- 10,000 people
participated. It was called South Indian Dandi.

1930 - First Round Table Conference- Congress was not invited.

1931 - Mahatma was invitedSecond Round Table Conference.

George V refused to receive Gandhi's solution.

1932 Third Round Table Conference.

1939 Sept. 1st. World War II was declared.

1935 Government of India Act was passed.

1942 - Japan came as far as east coast of India.

Pearl Harbour was destroyed.

"King" George V said you (Gandhi) be ready to received the bombs"

Gandhi said yes my Majesty we will receive then as crackers"

8th August, 1942 Quite India Movement was started - was passed
at Wardha Conference.

9th August, 1942 - all the leaders were arrested. It was assured
that it will be a non-violence. Leadership passed into young
and in experience youth. So, the movement turned into violent.

It was discribed as the Political earth Quake" - it was
the last movement.

1945 World War II ended -

He tried for the abolition of untouchability. Social
reformes. Girls education. Hindu Muslim Unity champion.

Economic progress through charaka

Partition of India:

Direct Action of Jinna. for the partition of India.

15th August, 1947 - Got independence - 30th Jan. , 1948- Gandhi

Historians described him as the National hero of India and the father of the Nation.

It is well said that "Nepoleon fought and failed -

Hitler fought and frustated.' But Gandhi suffered and succeeded.

GANDHIJI AND THE FREEDOM MOVEMENT OF INDIA FROM 1919 to 1947

Synopsis of the lecture submitted
by Dr. J.Pattanaik.

Introduction:

India's national movement started in the later part of the nineteenth century. After the First World War this national movement turned into a powerful freedom movement of India under the leadership of Mahatma Gandhi. In 1915 Gandhiji returned to India from South Africa where he led his individual satyagraha against the discriminatory and apartheid policy of the South African Government towards the African and Asian communities living in South Africa. Gandhiji for two years after his return to India did not actively took part in the politics of India. He began to study the political situation of the country. After having some knowledge of the politics of the country he joined in the national movement. At that time Lokmamanya Bal Gangadhar Tilok was the leader of the Indian National Congress which was then divided into two groups - 'Moderates' and 'Extremists'. The 'Moderates' were led by Surensunath Banerjee, Dadabhai Naoroji, Gokhle and others, whereas the 'Extremistists' were led by Lala Lajput Rai, Bal Gangadhar Tilok, Bipinchandra Pal well-known as 'Lal-Bal-Pal'. But the Congress was under the control of the 'Moderates' who followed a policy of 'Prayer and Petition' for the redress of the grievances. But the people of India were fed up with this neck policy of 'Prayer and pelition', received Gandhiji as their leader after the death of Lokmamanya Tilok. The congress also entrusted its leadership upon him. The national movement or the freedom movement under Gandhiji became really a popular movement that spread throughout the length and the breadth of the country. Within a short time Gandhiji earned so much popularity that he was regarded as 'Bapuji' or

Gandhiji was a worshipper of truth and non-violence. He used 'Satyagraha' as a style of his movement in politics. Gandhiji launched several movements in leading the freedom struggle of India. These movements were (i) Khilaphat movement in 1919, (ii) Protest against the infamous 'Rowlatt' Act', (iii) Non-cooperation movement in 1921, (iv) Civil disobedience movement in 1930 and the 'Quit India' movement in 1942 of these movement the Khilaphat movement was not associated with the India's freedom movement. But it lost its significance when revolution took place in Turkey itself ousting the Khalipha of Turkey from power declaring Turkey a republic. One important features of Gandhiji's movements that they were non-violent in character, but turned violent afterwards. As a result Gandhiji suspended these movement. The only important aspect of these movements was that they roused nationwide stir, All people - high and low, rich and poor assembled under his leadership to fight against British imperialism for country's freedom. So the emergence of Gandhiji in the political sky of India was very significant. His love for truth and non-violence fight against social injustice, sacrifice for the country and the countrymen, courage and boldness, he is regarded as the greatest personality of his time in the world.

AKBAR'S RELIGIOUS POLICY

Synopsis of the lecture submitted
by Dr. J. Pattanaik.

Introduction:

Akbar was the most illustrious mughal ruler of India. He was intelligent enough to understand that India is predominantly a hindu populated country. Their sympathy and support were absolutely necessary to set the newly founded Mughal Empire on a firm footing. He, therefore, evolved a very liberal policy towards the hindus particularly in regard to religion. With this end in view Akbar formulated a new religious doctrine known as 'Din-Ilahi'.

Akbar adopted some measures in ruling his kingdom. He abolished 'Zijya' appointed hindus to very high official posts. He himself married a hindu princess named Godhabari, daughter of the King of Ambar, in Rajputana. He withdrew all sorts of restriction against the hindus to follow their religion publicly. It may be mentioned here that a 'Bhakti Movement' under great saints like Nanak, Kabir, Chaitanya, Ramanuja Ramananda and many others had already started in the hindu religion. Similarly some great sufi saints of Islamism appeared at that time. These sufi saints began the work of synthesis to bring the hindus and the muslims closer so that no religious conflicts between these two communities might arise.

Akbar not only wanted hindu-muslim union but wanted to make a synthesis of all religions of the world. For this purpose he built a house of worship called 'Ibadatkhana' where the religious preceptors of almost all the prominent religions - Hinduism, Islamism, Jainism, Christianity etc. assembled there. Akbar held religious discussions with them regularly. He synthesised the essentials of all these religions and formulated his doctrine of 'Din-I-Ilahi'. But it is a tragedy for Akbar that his religious doctrine, his liberal and tolerant outlook were

and Aurangzeb indulged themselves in destroying the hindu temples imposing again the 'Zijiya' and other discriminatory restriction on the hindus.

DOWNFALL OF THE MOGHUL EMPIRE AND THE GROWTH OF AUTONOMOUS REGIONAL POWERS

Synopsis of the lecture
submitted by
Dr. Ashok Pattanaik
on 7.5.93

The mighty edifice of the Moghul Empire broke up after a series of events taking place both indirectly and directly. In analysing the indirect causes we shall mention the nature of feudalism present in the 17th Century. This feudal nature of the Moghul Empire gave rise to the weakness of leadership. Naturally there was a struggle for succession. It made a wide gap in the political and economic administration of the Moghuls. As a result indiscipline grew up in the Mughl administration.

The early Moghul rulers were not so much big as Aurangzeb. His nature of suspicion, want of toleration and stomach religions policy gave rise to discontent among non-muslims. The later Moghul ruler gradually became incompetent to combat the discontent of the Hindus. The nobility degenerated, took less and less interest in maintaining the integrity of the empire.

Some historians are of opinion that military inefficiency was the potent factor of the disintegration of the Moghul Empire. Critics are of opinion that the Manasabdari system of Akbar was responsible for this decay. They say that there was a communication gap between the king and the soldiers. As a result weakness in innovation of arms got a check. Now war strategies were forgotten. Only avenue of promotion was open to the children of high rank. The result was the birth of inefficiency.

With the factors stated above, historians say that extravagance of the Moghul Rulers contributed to the down fall of the mighty empire. There was luxury, decoration of art and architecture at the cost of common people resulting in the drainage of wealth. There was no welfare policy.

the Sikhs, the Jaths, Bundelas, Satnami and others. They were always sources of trouble to the Moghul Empire, The final blow was given by Nadia Shah in 1739 A.D. when such was the state Ahmed Shah Abdali came in 1761 and in the 3rd Battle of Panipat he put the final nail on the coffin of Moghul Empire.

Growth of regional powers

With the degeneration of the Moghul Empire many powerful regional powers came into existence. Taking a advantage of the weakners of a Central Government, the European traders entered into the heart of the country. They had to face the obstacles of these regional powers of them we may mention The Sikhs in the Punjab, The Marathas in Maharashtra, Mysore under Hyder Ali and Tipu Sultan. There was a great challenge for the British East India Company to set foot on the soil of India. But the lack of solidarity, lack of the spirit of unity and lack of co-operation ultimately helped the British rulers to find out the Vulnerable spots. Finally all the powerful regional powers were crushed and the British East India Company got command over Bengal from Siraj-ud-daullah in the Battle of Plassey(1757)

Synopsis of the lecture delivered by Dr. A. Pattanaik

Dtd. 8.5.93

Today our topic of discussion centres round Indian Renaissance. It means socio-cultural awakening. In India it is related to socio-religious revival. From the Moghul period we mark a type of revival centering round art, architecture, music dance etc. But the Indian renaissance differs in this respect. The advent of the British gave a great shock to the prevailing deterioration of the social life. There was an interaction. To change the society and to change the religious outlook. Thus there was an attempt to imitate the west which gave birth to new ideas of religion, perceptions. Indian people wanted to adopt humanism. Thus there was a birth of new classes- intelligentsia.

The British conquest exposed the weakness of the socio-religious ideas. The British thus wanted to inject the challenge of the West which gave birth to renaissance. In religion we find lots of religious doctrines coming out.

The forces generated by the West gave some stimulus of the response to colonial attempt. The Indians also responded to this western penetration. In spite of having our own social religious and cultural life, we wanted to assimilate the good of the west. Some historians say that birth of new classes gave a new dimension to this renaissance. This newly emerged class was eager to get a job was one potent factor to come in close contact with the western outlook. But there was the force of religious reform movement coming from Raja Ramhon. So there was some impact no doubt, but there was some benevolence of the British people to inspire the society. Dr. S. Sarkar says "Foreign Conquests and domination are bound to be hindrance and not inspiration". Thus we must admit that renaissance cannot be an imported thing. It is an integral part of the desire of the

Now the impact came both from within and outside. There was the first spark which came out of the revival of Hindu Culture. We wanted to go back to the past. We may refer to the sagacity of Ganapati or Shivaji Utsav of Tilak Bankim Chandras' "Ananda Math" is also a point. Thus revivalist tendency can be found in the ideas of "Arya Samaj or Pravathana Samaj" to go back to the age of the Vedas. In this way we may quote the birth of Brahmo Samaj. In different parts of India like Maharashtra, Punjab, Kerala and even among the Muslims (Aligarh movement) Sikhs, Persians (Rehnusnai Mazdayasan Sabha) we find movement. Dada Bhai Naoraji gave an inspiration to the women of Parsi Samaj to come out of the darkness or vail.

All the movements almost came simultaneously (either in first part or in the end past). But the reform movement came in Bengal first. The people of Bengal could adjust easily with the happy blending of the East and West. Raja Rammohan was a point. There were two ideas social comfort and political ideas. The religious aspects of the Brahmo Samaj were to eradicate the caste distinction. The educated people became pioneer to give speed to this reformation. But from religious comer the inspiration came from the broad western religious outlook.

From Social reform we find the reformers fighting for the diplorable condition of women (Sutte, childmanage, illiteracy etc.) They also fought against caste system and propounded the doctrine of education to abolish superstition, polygamy and social evil. There were four points for reforms. The first was Internal reforms through lectures. It was a reform from within. Secondly, it was legislative intervention which expedited in social reform (Laws and exactments). Thirdly, it was reform through symbol of change. A group of people wanted to reject old ideas. There was an uncompromising attitude in them

Thus there were intellectual work to regenerate the society. The reformers were rationalists. Their concept of universalism was the key stone. They tried to democratise the society. They spread the doctrine of brotherhood claiming for the abolition of obnoxious custom of India. Values of emerging India were set forth on the ruins.

Weakness:

1. These movements were spasmodic
2. Urban phenomena
3. All movements related to monopolizing
4. Reformers conception was of basically centred to the western culture.
5. It was a stimulus to middle class only.

Synopsis of the lecture delivered by Prof. A. Patnaik
dtd. 10.5.93

Topic: The Great Meeting of 1857.

Our point of discussion focuses on the background, nature, causes and failure of the great meeting of 1857. We get the information about the meeting from different accounts left by British Writers, Mass historiography and interpretation of different schools of thoughts.

Causes:

- a) Economic:
 - i) Destruction of National trade and commerce
 - ii) Artisans and landlords falling prey to British autocracy
 - iii) Tax on agriculture
 - iv) Rampant corruption (Begum of Oudh)
 - b) Social:
 - a) Abolition of Caste system
 - b) Destruction of Search for culture like dance song.
 - c) The very foreignness of the Admn.
 - d) Sense of inequality.
 - c) Religious:
 - a) British dogmas on Christianity
 - b) Introduction of Enfield Rifle
 - c) Christian priests preferred
 - d) Higher posts to Christians
 - d) Psychological back ground: The British rule will come to an end on the centenary of the Battle of Plassey superstitious dogmas about the restoration of Moghul rule.
 - e) Military background: The army comprised of Indian Soldiers. But the minority British army officers were given fullest possible opportunity.
- Failure:
- 1) Lack of leadership
 - 2) Spontaneous outbreak
 - 3) Lack of proper arms and ammunition

Synopsis of the lecture delivered by Dr. A. Patnaik.
dtd. 11.5.93

Topic: Growth of National Consciousness and various regional.

Birth of National Congress - Genesis - Safety Valve

Theory - Contribution of A.O.Hume.

National consciousness relates to Nationalism. There are various theories. Some say it started after the sepoy meeting. But in the second part of 18th Century grew nationalism in Europe. It inspired the growth in our land also. Because it is a break through the past, it represents the whole community and it comes from the will of the people. It is a desire of common people to take part in administration for a whole change of society. National consciousness was thus related to the socio-economic condition of prevailing circumstances. Imperial Control imposed on India was another factor.

In India there was a village economy which had no common economy. But the advent of the British gave rise to economic exchange between rural and urban areas. There was the birth of capitalistic production. Markets came following the policy. So, in 19th Century National Economy came with the British system of administration. The old ruling class was destroyed and a radical change came in the economy specially relating to capital. The British capitalists were interested in capturing the whole market. Old classes were destroyed and new classes arose which were the by product of European character. Land less people emerged as labourers. Economic activities centred round business cities like Calcutta, Bombay and Madras.

The role of the Middle Class Society and the theory of urbanisation in the process of economic and commercial enterprises. As a result centre of political power came in these areas. Capitalist classes were converted into chamber of commerce. With this spirit there came a sense of Nationalistic outlook. Capitalist class depended on the British.

Changes in rural Economy - In Cornwallis system we find zamindar economy. The Coy gon taxes through the landlords in cash. Thus the concept of market came to get the revenue specialization of Agriculture started. It was thus a progressive state to National Consciousness. Inter dependency helped the growth of National consciousness. There was a higher type of economy coupled with social structure of the Indian people.

Indian Commercial unification takes role in this respect.

The condition of handloom production. The producer becomes labourer. With that Indian industrial working class emerged.

Transformation of old feudal system to modern industry.

The weak transport system - Horse power, bullock power.
Bad condition of road and communication.

The social exchange with the introduction of railway lines - objective military and transport. The railway system acts as the fore rummer of industrialism.

Import of cargoes also carried the high ideals of French Revolution - social and intellectual interaction.

Position of Batous and middle class gentlence.

These men are guided and influenced by the philosophers and great men of Europe and their doctrines like Mill etc.

Contribution of Western Culture and education. Healthy blending of art, culture and literature between English speaking and non-English people of the West (Madam Cama).

Role of Press: It is considered as the dynamic force which changes the outlook. Provincial in form but national in character. Indian started writing in English. They wanted to surpass regional and linguistic boundaries.

Role of literature: Literature has great impact on national life. These books germinate the ideas which spread far and wide. We may mention names of Michael Madhusan Rammohan Roy, School Book society, Academy Association etc. The writings of Bankim

Gujarat such activities are found.

Role of Folk Songs.

Writings of Galilo in Urdu

Cultural renaissance - The theory of self devial made room far
positiva outlook. Religious movements started to transform one
supreme nice life. Reforms preached the doctrine of Karma Yoga.

Unified system of administration

Racial discremination: Growth of self consciousness among the
Mustems. Though they were insignificant they played vital role -
Aligarh Movement by Sir Syed Ahmed.

Development of pocket economy in some parts (tea in Assam, Jute
in Bengal).

Differential difusion of modernisation India in the interest of
the British played a great role in the development of National
Consciousness.

Synopsis of the lecture delivered by Dr. A. Patnaik
on 12.5.93.

Rise of Congress, Swadeshi Movement and Quit
India Movement.

1. Safety Valve theory - Proposed by A.O. Hume. Ideal was to divert the agitation in a constitutional way. Criticism arose. As there is no base regarding the theory "A conspiracy was hatched". The idea was struggle - true - struggle. Theory discarded.

2. Rise and growth of Congress in India - The birth of Moderatist and Extremist. Duffrin's confidential letters. Irish type of movement in India. Birth of congress was a long process of the National Consciousness, not of a Sudden incident. The Indian intellectuals entered into the political trend. S.N. Banerjee and A.M. Bose starts Indian Association. There were several other institutions like Madras Mahajan Sabha, British Association. Persian leaders like Dada Bhai Naoraji, Firoz Shah Mehta or Badruddin Tyebji came to the fore front.

3. Birth of Congress - December, 1885.

During 70's and 80's there were economic, administrative pressure from India. Indian people demanded right to vote and to have the right to take part in Administration. So it was a natural condition within the soil of India where people fought for what they wanted. But this could be done if they could come under one banner.

4. Maturity of Moderates - The first three sessions were dominated by constitutional reform. The objective was to increase member. In 1903 congress demand seats in council. After the passing of the Indian Council Act (1892) the moderatist weakness was revealed. After Hume's departure (1892-1895) no effort was taken to include peasants. There was a vacuum in regard to the question of moderate leader. From 1900 when Gokhale emerged the picture changed. Tilak came into forefront. Surat Split gives proof of it in 1907. Servants of Indian society by Gokhale and its activities. Landlord class withdraw supporting congress in the

was to project this ideas on anti-British feeling. 3 stages of moderate politics: (i) 1885-1892, (ii) 1892-1900 and 1900-1915.

5. Extremist : i) Lal-Bal-Pal domination.

ii) Home rule league

iii) Later development in different areas.

Swadeshi Movement: 4 trends

a) 1903 - 1905 - Moderate trend Congress joins the
no direct action movement.

b) 1905 - 1906 Constructive Swadeshi Development of Strength.
P.C.Roy/N.R.Sarkar Call of indigenous
R.N.Tagore. industry

c) Passive Resistance Movement against British

d) By 1908 Period of Terrorist Arabindo (Alipore Bomb Case)

Quit India Movement: a) Gandhian stream, b) Violent stream

Gandhian Movement - Social base, the programme, ideology.

People taking part in the movement. The controversies regarding

caste and creed and Beniah society. Analysis of movement from

Psychological point (Refer to Gandhiji's rise to power).

Leaders: i) Intellectual not common mer.

ii) Congress interested in particular upper class.

iii) Opposition against violence.

Later development: Dominion Status. Long struggle communal Award.

Important Phases: a) Non-co-operation (Chowri Chera incident)

b) Civil disobedience (Dandi March Salt agitation).

c) Lahore Session (Demand of Swaraj)

d) Quit India movement.

COLD WAR

Historians of the cold war face a peculiar problem: an overwhelming though still not complete, body of documents on United States foreign policy during and after the Second World War is now open for research, yet we have little reliable information about what went on inside the Kremlin during the same period. This disparity of sources makes it impractical at present, to attempt a definitive study of the origins of the Cold War. Nor is it now feasible to make final judgements about responsibility for that conflict, although we do venture a few highly tentative suggestions in the context of this "Cold War".

The American never wanted a Cold War, but the Soviet actions and intentions made President Truman realise that the American security was being endangered. In order to know how the American foreign policy makers came to the conclusion of American endangerment we have to view the situation as they saw it, not as it appears to us in the cold.

The American believed that they would best protect their country by minimizing political entanglements overseas. But the second world war produced a revolution in American foreign policy. The Roosevelt Administrators realised that the policy of isolation was wrong. Henceforth they followed a policy of involvement to get security and ward off new wars. They believed that it was United States which had the only power to do this and thus its officials set to work to bring about peace settlement.

Washington was influenced by its earlier experiences and was same not to commit the same mistakes that had caused the second world war. The American planners sought to disarm the defeated enemies and give the peoples of the world the authority to shape their destiny. It also wanted to revive world trade, and replace the league of Nations with a new and more

over the Axis the Soviet Union's co-operation was necessary, an ally whose commitment to American postwar ideals was questionable.

Kremlin leaders also looked to the post it constructing this future infrastructure. But their experience was something totally different from the Americans. For Stalin, the key to peace was very simple - keep Russia strong and Germany weak. He was disinterested in the American plan for security and other reforms. He never allowed self-determination in Eastern Europe for that region was important for the Soviet Security, though it was totally anti-Soviet area. Neither could he agree with the Allied powers to remove the Reparation charges against Germany. These two issues - Eastern Europe and Germany - became the major areas of contention in the outcoming Cold War.

Moscow always seemed a threat to the Americans because of its dedicated ideology to overthrow capitalism throughout the world. The hope that United States could co-operate with Soviet Union was based on the belief that Kremlin had given up the ideology of spreading communism.

The American policy makers misunderstood Stalin by thinking that he was getting Soviet security by the spread of communism outside the borders of Russia. The Soviets didn't want the spread of communism in the areas they captured because Stalin's objectives were limited. But this limited objective of Stalin was not well understood by the Americans because they saw the Soviets - as an expansionist group.

The United States had come out of the Second World War with complete monopoly over the world's most devastating weapon - the Atomic bomb. Moreover, the Americans thought that sciences and technology had given them the upper hand and they could easily compel the Russians with the American Peace Plan. But the Americans were frustrated when they tried to extract some concessions from

Kremlin Monopoly

of using it or returning to Quid pro quo bargaining. The American power turned out to be an illusion to the Washington Policy makers for they failed to plan their strategies and apply their power in practical diplomacy.

Frustrated by their efforts to land on a settlement with the Russians the American took up a new stare towards Russia on 1946. From now onwards the Soviet expansionist programmes would be resisted, even at the cost of a war, negotiation would continue, but concessions would have to come from Moscow. Washington would see that America's military might is rebuilt and it would assist Nation threatened by the claws of communism. The Americans exaggerated the Soviet ideology and took up the General principle of "Getting tough with Russia"- a generation seared by the memories of Munich would not tolerate appeasement however, unpleasant the alternatives might be.

The United States could have lessened the danger of postwar confrontation with Soviet Union, President Roosevelt could have eased Russian military burden by staging a second front in Europe in 1942 or 1943, he could have ousted Eastern Europe from the Atlantic charter thereby recognizing the Soviet sphere of influence in that part of the world; America by a massive aid to Russia could have helped in rebuilding the Russia - damages, finally it could have won over the Russians by voluntarily giving up the monopoly over the Atomic Bomb.

~~But these were not possible during that time.~~ A second front against the Soviet would have left great American casualties and weakened its war efforts. Recognition of Soviet influence over Eastern Europe would have raised opposition to the American membership of the United Nation and bleated Roosevelt re-election prospects. And or loan to Russia would have created a storm in the Congress for its isolationistic policy of foreign aid. And finally the surrender of the Atom Bomb would have alienated the American people and their representatives.

The American were strict in their accomodation principles basically due to some economic reasons. The Americans was some that the survival of capitalism depended upon the unlimited expansion of American Economic influence overseas. And it was for this reason that America didn't recognise legitimate Soviet interests in Eastern Europe or Germany. The American had projected their "Open Door Policy" as a checkmats to soviet hegemony. This is best explained on Williams - "Tragedy at American Diplomacy". The American did these to maintain support of its policy rather than to dwell on its economic requirements.

The American was a hools of capitalism where a political system was based on economic foundation. And so the logical conclusion that the cold war was an explore confrontation between two diametrically opposite idealogy. But the revisionist do not agree to this for they say that due to American superiorly over the Soviets in military and economic spheres. America could have conceded to Soviet demand in the postwar period without endangering its security. And as the Americans didn't concede to the Soviet demand they hold American policy makes responsible for the way in which the cold war developed.

The overtting of the cold war chiefly needed a conciliatory action by washington and a receptive attitude by Moscow which was affcouse a great task to achieve. Though much discussion has been held as to who caused the cold war, no conclusion has yet been arrived at. It was a result of both Soviet and American interaction. Each weighed the other's policy and intention as they perceived it and modified its own course of action sitably. So it can be safely said that both the sides was responsible for the onset of the cold war.

According to Fisher the great historian in his book "Historians Fallacies" says that thus could be averted. He soup that the power vacumm in central Europe caused by Germany's collapse made a Russian. American confrontation likely - but

in terms of either National guilt or the determination of inevitability.

If one ~~items~~ tries to find out who caused or has a greater responsibility of the cold war or who could have accommodated more it is a matter of views some say that the American was more responsible for the war and that they could have accommodated more. But during this period what went on in Moscow and Stalin's position - little is known. Schlesinger says in his "Origin of the cold war" that Stalin was the master of communist doctrine and could modify or suspend Marxism-Leninism whenever it suited him to do so. Stalin had every reason to avert a cold war. He had absolute power to overcome the internal restraints on his policy than his democratic counterparts in the west.

The Cold war was an offshoot of complicated interaction of external and internal developments inside United States and Soviet Union. The external causes left Russia and America facing one another in Europe at end of the second World War. While the internal influences in the Soviet Union - search for security, massive postwar reconstruction, together with those of the United Nations - the ideas of self determination fear of communism and the all powerfulness of possessing an atomic bomb made a hostile confrontation. Both America and Soviet Union wanted peace, but due to some problems, though didn't lead to war, left a resolution of differences impossible.

Second World War - Causes

Dr. Sanjay Acharya

Karl Marx attributed war not to the behaviour of states but to the class structure of society. In all ages war has been an important topic of analysis. In the latter part of the 20th Century, in the aftermath of two world wars and in the shadow of nuclear, biological and chemical holocaust, more is written on the subject than ever before.

The global conflict between 1939-1945 is commonly known as the Second World War. It was the greatest and most destructive war in history. Whereas military operation of the First World war were conducted primarily on the European continent, World War II included gigantic struggles not only in Europe but also in Asia, Africa and the far flung islands of the Pacific as well. More than 17 million members of the armed forces for the various belligerents perished during the conflict. Its conduct strained the economic capabilities of the major nation and left many countries on the edge of collapse.

Events leading to War.

At the end of the First World War the victorious nations formed the League of Nations for the purpose of aiming international disputes, and of mobilizing its members for a collective effort to keep peace on the event of aggression by any nation against another or of a breach of the peace treaties. The U.S. imbued with isolationism, did not become a member. The League failed in its first test. In 1931 the Japanese, using as an excuse the explosion of a small bomb under a section of track of the S. Manchuria Railroad, initiated military operation designed to conquer all of Manchuria. When the League asked Japan to withdraw its forces, it resigned from the League and by this time had converted Manchuria into a Japanese puppet state under the name of Manchukuo.

Benito Mussolini began his long-contemplated invasion of Euthopia which he wanted as an economic colony. Though efforts by the league, Britain and France to end the Euthopian assault was made it was in vain.

France made an alliance with Russia - being alarmed by German rearmament. Hitler taking this as a pretext. Militarized Rhineland in 1936. Britain and France could have defeated Germany but they stuck to peace. Hitler seeing this success in Rhineland forcibly annexed Austria in March, 1938 and then charging abuse of German minorities threatened Czechoslovakia. In Sept as Hitler increased his demands on Czechs and war seemed imminent the British and French arranged a conference with Hitler and Mussolini. At the Munich Conference they agreed to German occupation of the Sudetenland, Hitler's asserted last claim, in the hope of maintaining peace. This hope was short lived, for Hitler on March 1939 took over the whole of Czechoslovakia. Then followed demands on Poland with regard to Danzig and the Polish Corridor. As the Poles were adamant it was clear to Hitler that he had to get his objectives only by force. After announcing the world surprising news of a nonaggression pact with his sworn foe-the USSR he sent his armies across the Polish border on September 1939. Pledged to support Poland Britain and France declared war on Germany two days later.

As the ravaging of Poland was stated by Germany, Russians moved into the eastern part of the country and began the process that lead to the absorption of Latvia, Estonia and Lithuania in 1940. They made demands of Finland and subdued the Finns in the Winter Wars of 1939-40 but the Russian faced many humiliating military reverses.

Subsequently Japan had taken steps to subjugate China proper and was preparing for the expansion of its empire into S.E. Asia and the islands of S.W. Pacific. Mussolini watched the progress of his fellow, dictator, Hitler, while preparing to

Between World Wars:

After the First World War was over representatives of the victorious powers had met in Paris to devise a peace instrument that would protect future generation from conflict. Initially, there was heavy argument as to what that peace framework should be. After their compromise, emerged treaties of peace, the chief of which was that with defeated Germany signed at Versailles on 28th June, 1919. This Treaty of Versailles had put heavy limitation on Germany. The keystone of the new peace system was the league of Nation.

Neither the punitive clauses of the treaties nor the covenant of the league worked out quite as their authors had hoped. Though under restriction the Germans recovered their strength very fast. Germany signed in 1922 a mutual renunciation of claims and future economic cooperation treaty with the other outcasts of Europe - the Bolshevik USSR. Meanwhile British and France were at loggerheads, U.S. had declined to ratify the Treaty of Versailles, abstained from the league of Nation and withdrew into a self imposed isolation. The peace rested on 3 sets of undertakings (1) the pledge of mutual support between France and her allies (2) The guarantees exchanged at Locarno (3) and the promises of collective action made by those nations that subscribed to the Covenant. However, events of 1931 and later years proved all these safeguards to be frail.

Breakdown of the Versailles System

Manchurian Incident

A small bomb exploded on 18th September, 1931 underneath a section of track on the S. Manchuria Railway. The Japanese army which controlled this track, used this incident as a pretext for launching operations aimed at conquering all of Manchuria for Japan. When China protested the league issued two resolutions asking Japan to cease-fire and start negotiating. Japan least concerned about the league seized control of Shanghai but

in Manchuria by renaming it Manchulmo. U.S. was the first Western nation to have shown umbrage over these incidents. When heavy pressure was brought upon Japan to withdraw from Manchuria it retired from the league of Nation on 23rd March, 1933. The system of collective security created by the Pares Peace Treaties had been tested and found wanting.

Economic Issue:

Meanwhile a severe economics depression had enveloped the world. Repurcussions were soon felt on all countries that traded with America. Eventually all the effected states sought solution for their economic problems in independent and rationalistic action. The free trade and established preperential tariffs for the commonwealth were abandoned. Drastic measures were adopted by Fascist Italy and Nazi Germany. The community of nations envisioned in the Paris peace treaties dissolved into an anarchy of jealous states seeking rational advantage and national self-sufficiency.

Rise of Hitler:

A Psychopathic personality. Hitler rejected all conventional moral standards. He said that German people wanted lebensraum space for living - which could be found in Eastern Europe. He wanted german hegemony over Europe. Until the summer at 1931 the only actions of Hitler that excited international apprehension were those concerning armaments. He even declared publicly on Oct. 14th 1934 that Germany "will" arm itself with an without consent. The same day he withdrew Germany from the league.

Stresa Front:

The French was increasingly apprehensive as evidence accumulated to indicate that Hitler planned a much more formidable force than those of which he has spoken on oct of November, 1933. The projected force who outbeat the French Air Force and this was clear. When Hitler declared the rein stitution

encumvent the league provisions in protecting Ethiopia, so that he could make it an economic colony of Italy. Italy got the right opportunity when it was presented with to support France and Britian against Hitler - for their interests in Africa. It was agreed that Italy would invite Britian for a meeting at Stresa - with the objective of forming an anti-German front.

Anglo German Naval Agreement:

The Stressa front was short lived, for it was taken over by a top secret Anglo-German naval pact in 1935. Nor was the France Rumian accord more durable. Laval though it wise to be with Germany than against her. This showed that the oppositions were far from united. Evidence were found that the unity of Europe against Germany might be an illunion.

Italo-Ethopia War:

Mumslini wanted Ethopia on its economic colong. When he was preparing for war British worships moved into the Mediteranean sea as if in preparation to resist Italy. Mumslini was faced with the very contingency that he thought his diplomacy had prevented: the league's possible interference in behalf of Ethopia. Nevertheless Musodini kent upon his objectives opened war. The league members thought of closing the suez canal but did not out of fear. Italy could withstand almost all forms of moral and economic pressure. The league member thought that Italy would change its course by seeing the unity in world opinion - but it did not.

Hoare-Laval Plan: They urged to further effort to induce Mumolini to abandon the war and thus, they hoped to rescue Britian from the predicament is which she was likely soon to find herself. The plan that was secretly forwarded to Mumolini was that it would get the country south of 8° north latitudes and of 35° east longitude. Mumolini meanwhile indicated that he

Plan and failed and the league machinery for maintaining collective security had proved reffectual.

Rhireland Coup:

Hitler seeing the split within the stresa front decided to act in the Rhireland to repudiate the articles of the Treaty of Versallies that declared that region permanently demilitarized. He ordered the requisite preparation made. The legal pretent he found as the Franco-Soviet Pact of 1935. Initially france was opposed to the German occupation and thought of going to war against it, but didn't done to go single handed. The Poles who were playing a double game had declared that Rhineland reoccupation as a legitimate response to the Franco-Soviet Pact. The league passed a resolution condemning the German action. Nothing came of this resolution, and the Rhineland question was lost to sight in the pell-mell rush of other events. Hitler's coup had succeeded. The league machinery and the Frence alliance system lay in ruins. There was no longer any collective guarantees of the peace and the end of the true of 1918-19 was in sight. End of the Long Armistice.

Spanish Civil War:

After the Ethopian and Rhireland crisis a new storm swept the stage in 1936 when the so-called Nationalist launched revolution against the Popular Front Govt. of the 5 years old spanish Republic. From the outset the Spanish civil war was a European problem. Italy and Germany aided the Nationalist party while Soviet Russia and France aided the republican. The Nationalist eventually transpted and by March 1939 Franco was the master of span. The spanish conflict was not the match that touched of a new world war, but it made the teniom more aciste. It strengthened totalitarian illusion that the democra-cies were weak willed and would not resist.

of 1922. Japan had created the Manchukuo state from Manchuria. This had induced enmity between China and Japan. U.S. contented itself with mild diplomatic protests while Britain said it would help but made no move to do so. It was only USSR which indicated that Japanese moves in China would be resisted. Japan meanwhile signed an anti-comintern Pact with Germany - to suppress Communist activities. On July 7, 1937 Japan opened a large scale invasion of China. USSR couldn't help for it was caught in a domestic crisis. Others protested but no action was taken. Japanese aggression was an overwhelming success and the humph seemed another same on the side of the totalitarian states.

The Axis and the Anschluss: Aware of the isolationism of U.S. suspicious of Soviet communism and apprehensive that in any case the army punches of 1937 might have weakened the USSR. Germany turned inevitably to the idea of allying themselves with Italy. A vertical line between Rome and Berlin was gradually being developed famously known as Axis Power. The Austrian Nazis and German Nazi powers were talking openly of an Anschluss - political Union. Mussolini asked the British Govt. of a possible accord to oppose Germany. However, an understanding between them was impossible. Meanwhile Hitler wanted to solve his space problem. So, he decided to conquer Austria and Czechoslovakia. On March 12 Anschluss was proclaimed. Mussolini seeing no response from London said "Austria was immaterial to him".

Czechoslovakia Crisis:

After Austria it was clear to all the world that Czech was in peril. Hitler was concentrating troops on Czech border. Reacting to this Czech ordered mobilisation of troops and USSR declared it would keep its alliance with Czech. Hitler then declared that he was not doing any border concentration. But had prefixed a day on which Czech was to be attacked.

devised with Hitler a compromise that Czech was cede sudetenland. When Chamberlain finished off all parafinillas and meet Hitler again to discuss the previous talk of cooling sudetenland. Hitler didn't stick to his previous words. Chamberlain returned to London doubtful and fearful of a war.

Munich:

For the next few days, Europe was on the verge of war. The conference at Munich of the Anglo-French-German. Italian group were to decide the Czech crisis. Mussolini's plan was accepted with a few amendments. And Germany occupied sudetenland by Oct., 10th.

End of Appeasement - Hitler was not satisfied with the Munich settlement. He wanted the total liquidation of Czech, seize at Memel extraterritorial rights in Polish Danzig. It was clear that Hitler was spinning. He forced Emil Hacha of Czech to sign a proclamation requesting establishment of German protectorate. Slovakia was also made a protectorate. Poland was Hitler's next target-wanted the Polish Danzig. By now it was clear that Hitler would go on getting one after another state. So, Britain and France declared that any further aggression by Germany would be resisted. Thus abandoning their earlier policies altogether, they now stood ready to go to war automatically if the dictators committed new acts of aggression.

Nazi-Soviet Pact: The western powers were desirous of having USSR on their side. The so-called Pact of Steel was not complete which pledged each nation to join the other immediately in war. Negotiation between west and Russia for a treaty failed on Aug 21, 1939. Meanwhile negotiation was in progress between Russia and Germany. After initial turmoil a Soviet Nazi pact of nonaggression was signed in Moscow. Thus was a temporary diplomatic revolution effected as Hitler exclaimed "Now, I have the world in my pocket".

Final crisis:

Confident of non-interrention from France and Britain Hitler decided to attack Poland with the pretext of the Danzig question. And after Poland strike Britain and France. France warned Hitler that if Poland world be attacked it would go into war. Subsequently a Angle-Polish alliance was assined at. Hitler wavered a bit. He delayed his Poland attack and sought time for dīplomany. Hitler then blamed the Poles says that he had forces and thus gave him final directive for an errasion to begin at down of Sept. 1st. When Britian and France dcmanded recall of German troops Hitler refused. So, France and Britian on 3rd Sept. 1939 gave notice that a slate of war, existed. The long armisties of 1918-1939 was thus over.

Teacher CHSI (EM)
CLW/CRJ

Ranjit Kumar Ghosh,
Asst. Teacher,
S.E.Rly. Boy's H.S. School,
Adra, Purulia (W.B.)

Manmala Prasad Chowdhury
Asst. Teacher
S.E.Rly. Girls' H.S. School,
Adra.

M. Devadas,
History Lecturer,
Railway Junior College,
Lallaguda,
Secunderabad

T. Natarajan.
P.G. Asst. Teacher Gr.I.
Railway Mixed Hr.S. School
Golden Rock Trichy.

Anil Kumar Dhar,
Teacher O.G.T.E.Rly H.S.
School, Asansol,
Burdwan (W.B.)

Kishan Lal Sankla,
P.G.Tr.E.Rly Inter
College, Jamalpur.

Hari Lal Sah,
S.E.Rly Boys' H.S. School
Adra (W.B.)

Duryodhan Mishra,
S.E.Rly M.H. School,
Khurda road.

Ignaci. Barla,
S.E.Rly Boys Higher S.
School, Adra.

Sita Ram Singh,
S.E.Rly Inter College,
Chakradharpur
W. Singhbhum Bihar.

Munnilal Ram
E.Rly Inter College,
Mughalsarai
Varanasi.

Nihar Ranjan Chakrabarty,
Banimandir Rly, H.S. School
Siliguri J.N. West Bengal
Darjeeling.

S.N. Wagh
Higher Secondary School
Purna Jn. Dist. Parbhan

R.N. Bhowmik,
Dashabandhu Vidyalaya (Girls)
Chittaranjan, Burdwan.

16. Nand Kishore,
DLW, Inter College,
Varanasi, U.P.

17. Radharani Das,
N.V.P.Rly H.S. School
Maligaon, Assam.

18. Susheela Arya,
N.E.R. Girls Inter College
Gorakhepur.

19. Eliaskerketta,
N.E.Rly. Inter College,
Garhara,
Bihar.

20. Protul Chandra Shaha,
Railway H.S. School,
Badarpur (Assam)

21. Satuprasad Dasgupta,
Rly. H.S. School,
Lumding, Assam.

22. Kartarkaur,
S.E.Rly Boys H.S. School,
Kharagpur.

23. Smt. H.B. Bajaj,
D.V. Girls' School,
CLW/Chittaranjan
Burdwan.

24. Sri Dilip Kr. Chakraborty,
S.E.Rly B.H. School,
Kharagpur,
Midnapur (W.B.).

List of Resource Persons

Internal

1. Dr. M.A.Haque, - Programme Director
Reader in History,
Regional College of Education,
Bhubaneswar.
2. Dr. S. Acharya,
Lecturer in History(Ad-hoc)
Regional College of Education,
Bhubaneswar.

External

1. Dr. K.S.Behera,
Prof. of History,
Utkal University,
Bhubaneswar.
2. Dr. J.Pattnaik,
Prof. of History
Utkal University.
Bhubaneswar.
3. Dr. H.S.Pattnaik,
Reader in History,
Utkal University,
Bhubaneswar.
4. Dr. Ashok Pattnaik,
Reader in History,
Utkal University,
Bhubaneswar.

Names of the members of the sub-committees formed for recording the lectures delivered by the Resource Persons.

...

Group-I

1. Sri K.P.Chowdhury, Group leader
2. Sri M.L.Ram
3. Sri E. Kerkata
4. Smt. Sushila Devi
5. Sri S.R.Singh
6. Sri K.L.Shukla
7. Sri Ranjit Ghosh.

Group-II

1. Barun Mukherjee, Group Leader
2. A. K. Dhar
3. N.R.Chakraborty
4. P. C. Shaha
5. D.K.Chakraborty
6. H.B.Bajaj

Group-III

1. Sri D. Mishra, Group Leader
2. Sri T. Natrajan
3. Sri M.Devadas,
4. Sri S.N.Wagh
5. Sri H.L.Sah
6. Sri I. Barla.

Group-IV

1. Sri S.P.Dasgupta, Group Leader
2. Sri R.N. Bhowmik
3. Mrs. R.Das
4. Mrs. K.Kaur

TIME TABLE FOR THE ORIENTATION PROGRAMME FOR THE P.G. TEACHERS OF RAILWAY BOARD SCHOOLS FROM

6.5.1993 to 12.5.93

Venue: Room No.117
RCE, Bhubaneswar.

Date	8.30 - 9.30 a.m.	9.30 - 10.30 a.m.	11.00 - 12.00 noon	12 Noon- 1.30 p.m.
6.5.93	Registration	Inauguration	S.A. - Lecture	M.A.H./S.A.General Discussi
7.5.93	K.S.B.- Lecture	A.P.- Lecture	H.S.P.- Lecture	J.P.- Lecture-cum-Discussi
8.5.93	J.P.- Lecture	A.P.- Lecture	H.S.P.- Lecture	K.S.B./MAH/SA-Panel Dis-
9.5.93	K.S.B.- Lecture	A.P.- Lecture	J.P.- Lecture	cussion on Ancient India
10.5.93	K.S.B.- Lecture	M.A.H.- Lecture	A.P.- Lecture	MAH/SA-Panel Discussion
11.5.93	K.S.B.- Lecture	H.S.P.- Lecture	A.P.- Lecture	on Medieval India.
12.5.93	J.P.- Lecture	A.P.- Lecture	H.S.P.- Lecture	HSP/MAH/SA- Panel Discussi
				on Contemporary World
				J.P./MAH/SA-Panel Discussi
				on Modern India.
				Validictory.

1. K.S.B.- Dr. Karuna Sagar Behera
Prof. of History
Utkal University,
Bhubaneswar.
2. J.P.-Dr. Jagannath Pattnaik
Prof. of History
Utkal University,
Bhubaneswar.
3. H.S.P.- Dr. Himanshu Pattnaik,
Reader in History,
Utkal University,
Bhubaneswar.
4. A.P.-Dr. Ashok Pattnaik,
Reader in History,
Utkal University,
Bhubaneswar.
5. S.A.- Dr. Sanjaya Acharya,
Lecturer in History,
Regional College of Edu-
cation, Bhubaneswar.

6. MAH- Dr. M.A.Haque,
Reader in History &
Programme Director,
Regional College of Education,
Bhubaneswar.

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(Dr. M.A.Haque)
Programme Director